

## Recovery Curriculum Outline



Aims	Strategies	Actioned by
Pupils being ready to learn – healthy in mind and body	<p><b><u>Thrive</u></b></p> <ul style="list-style-type: none"> <li>• All teachers to screen their class in Week 4 and 5</li> <li>• Suggested whole class activities on action plan to take place once a week</li> <li>• Any children identified as needing further intervention will be individually screened.</li> </ul>	Class teachers  AF to coordinate action plans and any individual/small group Thrive interventions
	<p><b><u>Therapeutic Thinking</u></b></p> <ul style="list-style-type: none"> <li>• MJ, AF, KB to create action plan for Therapeutic Thinking approach</li> <li>• Contact ESBAS to support with roll out</li> </ul>	MJ, AF, KB
	<p><b><u>Mental Health and Wellbeing Activities</u></b></p> <ul style="list-style-type: none"> <li>• Wellbeing activities to take place throughout the week as appropriate</li> <li>• Children to be given the opportunity to express/share thoughts and feelings, e.g. circle time</li> <li>• Class teachers to refer to Google Drive folder for wellbeing activities to complete with classes</li> <li>• HC/AF to update staff with any new resources</li> <li>• Daily Mile to resume</li> </ul>	Class teachers, HC, AF
	<p><b><u>Vigilance with concerns</u></b></p> <ul style="list-style-type: none"> <li>• All staff to receive appropriate training to support vulnerable pupils</li> <li>• Mental health and safeguarding to be closely linked through drip fed staff CPD</li> <li>• Appropriate channels shared for raising concerns about individual children</li> </ul>	KB, MJ

Aims	Strategies	Actioned by
<p>Children equipped with skills needed to socialise/communicate effectively with their peers</p>	<ul style="list-style-type: none"> <li>• Team building activities in PE</li> <li>• Opportunities in RSHE lessons for focus on healthy relationships and social skills</li> <li>• Online safety focus – healthy relationships with peers online</li> <li>• HC to share/signpost to appropriate RSHE resources</li> <li>• Adults outside on duty to facilitate appropriate play</li> <li>• Book Active to resume on 8<sup>th</sup> March – structured lunchtime activities</li> <li>• Opportunities for children to attend clubs after school</li> <li>• Opportunities for speaking and listening in class</li> <li>• Problem solving activities to be planned for in Maths to build resilience</li> </ul>	<p>Class teachers and subject leaders (HC, JT/MJ, HM, SW)</p>
<p>Gaps in learning to be addressed (long term aim to be discussed further – by the end of next academic year)</p>	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Star Reader tests Year 2-6: Term 4, Week 5</li> <li>• Formative assessment to establish gaps in learning: questioning, mini quizzes, White Rose end of block assessments</li> <li>• Informed “best fit” data capture: Term 4, Week 6</li> <li>• Formal assessment week: Term 5, Week 2</li> <li>• Pre-assessment to be used before planning units, particularly in Maths</li> <li>• Maths – Teachers to look at any missed coverage on White Rose learning overviews and incorporate this into future concepts where appropriate. Teachers will make a note of where this isn’t possible and share with inheriting teacher for next year.</li> <li>• Teachers to use progression of skills documents in Maths and Ready to Progress Criteria to identify any key missed learning</li> </ul>	<p>Class teachers, KB, MJ</p>

	<ul style="list-style-type: none"> <li>• Class teachers to use planning overviews and progression of skills in wider curriculum subjects to tie in any missed knowledge or skills that are relevant to other topic areas.</li> <li>• Term 6 staff meetings dedicated to curriculum, including phase meetings where teachers share any missed learning with teacher inheriting the class and then time for the teacher to plan that into the curriculum</li> </ul> <p><b><u>Tutoring</u></b></p> <ul style="list-style-type: none"> <li>• HC to continue to cover identified classes to enable teachers to deliver targeted 1-1 or small group work</li> <li>• Teachers to deliver tutoring after school (voluntary) – disadvantaged pupils to be prioritised</li> <li>• Possible employment of a teacher for six hours a week (2 hours, 3 days a week).</li> <li>• National Tutoring Programme/Third Space Learning for tutoring?</li> <li>• Look at use of Breakfast Club and After School Club provision for vulnerable pupils, e.g. reading with an adult.</li> </ul>	
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<b>Aims</b>	<b>Strategies</b>	<b>Actioned by</b>
Ensure all pupils have access to a broad and balanced curriculum	<ul style="list-style-type: none"> <li>• Foundation subjects to be taught from the 8<sup>th</sup> March</li> <li>• Strong cross-curricular links: opportunities for rich texts, extended writing and Maths skills to feature in foundation subjects</li> </ul>	Class teachers, subject leaders, KB, MJ

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|  | <ul style="list-style-type: none"><li>• Emphasis on progression of knowledge and skills (subject leaders to ensure that progression of skills documents are up to date and shared with staff by the end of Term 5)</li><li>• Opportunities for enrichment in curriculum (alternatives to trips?)</li></ul> |  |
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